

Myths - Grade 4

Genre definition:

Myths are anonymous, sacred accounts of supernatural beings. The heroes, symbolic and metaphoric, exerted influence and control over humans. These ancient stories explain phenomena and express moral values. Myths exist in all cultures.

Anchor text:

Greek Myths for Young Children, Usborne

Classic Myths to Read Aloud, Russell

Culminating activity (Writing Piece):

Write a well-developed myth that includes elements of characterization, hero/supernatural characters, use of metaphors, natural phenomenon and teaches a moral value.

Writing assessment criteria:

See attached six point rubric.

GLCE's assessed above:

Write a myth that includes mythological features.

Set a purpose, consider audience, and replicate author's styles and patterns when writing myths.

Edit and proofread writing using appropriate resources.

Exhibit individual style and voice to enhance the written message.

In the context of writing students will use simple and compound sentences, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs, dialogue, quotation marks, or italics to identify titles or names, and correctly spell frequently encountered words.

Writing should be neat and legible.

Word Study & Recognition/Vocabulary/Dolch Words:

Gods, goddesses, universe, origin, mythology, hero/heroine/heroic, supernatural, phenomenon, deity, etymology, oracle.

Grammar/Usage:

Verb tenses, antecedents, simple and compound sentences, adjective, common and proper nouns as subjects and objects. Dialogue, quotation marks, italics.

Spelling:

Multi-syllabic words, prefixes, suffixes, roots, inflections.

Literary Devices:

Metaphors, similes, symbolism, theme, character traits, strong verbs.

Content area connections:

Science: explains natural phenomena

Social Studies: Geography, Time-Line

4th Grade Genre Unit

Myths

Each lesson may take more than one day.

Use Lessons 1, 2, and 3 to immerse students in genre.

Lesson 1: Read Alouds: Suggest choosing from the sets below. Read Russell version first for more traditional language. Then read Usborne version for a more “kid friendly” version. Sets not used during these lessons can be used in later lessons when myths are needed.

- **Set 1**-Usborne: “The Chariot of the Sun” pages 85 –87 and Russell “Phaeton and the Chariot of the Sun” pages 83-89
- **Set 2**-Usborne: “Theseus and Minotaur” pages 117-119 and Russell “The Story of Theseus” pages 106-117
- **Set 3**-Usborne: “Jason and the Golden Fleece” pages 59-61 and Russell: “Jason and the Golden Fleece” pages 118-130

Lesson 2:

- ❖ Conduct a large group discussion of ancient cultures and their relationship to myths. Use overhead of *Traditional Literature-Myths*.
- ❖ Time lines: Students will work with partners to create a timeline of Greek/Roman ancient history. Some may need to research in books (The Greek News has a timeline in the back) or on the internet.

Lesson 3: One day may be spent on each topic below.

- ❖ Theme-Teacher will read myth aloud that is available to all (overhead of myth or copy for each student). Myth can be from Sets above or myth of teacher choice. Teacher will direct large group discussion about themes found in text. Can be recorded on chart paper.
- ❖ Explanation of natural phenomenon- Teacher will read aloud myth of choice (could be from Sets of stories above either same or different from myth used in *Theme*) making the text available to students. Teacher will lead discussion about what the myth was created to explain. Record on chart paper.
- ❖ Hero-Teacher will again read myth aloud and make available to the students, either a new myth or a familiar myth. Students will take notes on Graphic Organizer of teacher’s choice: *Character Chart* or *Character Web*.

Lesson 4: Students should be divided into small groups, each group receiving a copy of a myth and a Graphic Organizer *BLANK Traditional*

Literature-Myths. Members of the groups work together to fill in the Graphic Organizer. Post Graphic Organizers around the room and discuss similarities and differences.

Lesson 5:

- ❖ Front load mythology vocabulary/etymology. Use word wall. See attached *Vocabulary Words for Myth Unit* and Russell, beginning of each story, for words that reoccur in myths.
- ❖ Buddy reading- Students will read in pairs any available myth text. This text could be in books or copied (suggestion: students could tally occurrence of introduced vocabulary).

Lesson 6: Whole class participation in play –*King Midas and the Golden Touch.*

Lesson 7:

- ❖ Reader's Theater: Write a script as a large group of one of the myths read. Include setting, characters, and writing dialogue in the form of a play.
- ❖ Begin writing own scripts in small groups. Using student created Reader's Theater scripts discuss and model voice, audience, and purpose, theme and natural phenomena.
- ❖ Perform student created plays.

Lesson 8: Streaming videos (refer to Myth Unit Resource page for streaming videos available): Students will view streaming video and take notes on Graphic Organizer, *Important Elements* –top portion **Setting** only

Lesson 9: Streaming videos: Students will view and take notes on Graphic Organizer *Important Elements* –**Character** section only. Also use: *Character Trait and Evidence Analysis*

Lesson 10: Synthesizing: Retell in writing (summarize) Graphic Organizer *Important Elements*–**Plot** Section only

Lesson 11: Write whole group myth. Model writing process by writing whole group piece include pre-write and draft. Use Graphic Organizers: *Plot Your Story, Plan Your Story, Write a Draft of Your Story* (Use as overheads)

Lesson 12 Culminating Activity: Students will write their own myth using the writing process. This may take approximately two weeks of daily

writing and mini-lessons. Have available for individual use copies of Graphic Organizers: *Story Map, Plot Your Story, Plan Your Story, Write a Draft of Your Story, Important Elements, Traditional Literature-Myths (both completed and blank versions), Character Chart, and Character Web.*

Suggested mini-lessons to be ongoing while students are writing myths. These could be from students own writing or from prepared text.

- ❖ similes and metaphors
- ❖ simple and compound sentences
- ❖ adjectives
- ❖ common/proper nouns as subject and object
- ❖ pronouns-antecedent— Use overhead of pages 59-60, Usborne. Have students trace the proper noun throughout the text. Use different colored highlighters for each character mentioned in the text.
- ❖ regular and irregular verbs (tense)
- ❖ strong verbs (thesaurus)
- ❖ quotation marks
- ❖ figurative language
- ❖ sensory images

Lesson 13: Presentation of Culminating Activity

Myth Unit Resources

Books:

[Greek Myths for Young Children](#), Usborne

[Classic Myths to Read Aloud](#), Russell, William F.

[The Illustrated Book of Myths: Tales and Legends of the World](#), Phillip Neil

[D'Aulaires' Book of Greek Myths](#), d'Aulaire, Ingri

[A Fair Wind for Troy](#), Gates, Doris

[Greek Myths and Legends](#), Evans Cheryl

[Hippolyta and the Curse of the Amaz](#), Yolen, Jane

[Pegasus the Winged Horse](#), Naden, C.J.

[VP MYTHS & MONSTERS](#)—for struggling readers

[Norse Mythology: A Guide to the Gods, Heroes, Rituals, and Beliefs](#) by John Lindow ([Rate it](#))

[Celtic Myths and Legends](#) by T. W. Rolleston (Author) ([Rate it](#))

[The Poetic Edda : Second Edition, Revised](#) by Lee M. Hollander (Translator) ([Rate it](#))

[The Saga of the Volsungs: The Norse Epic of Sigurd the Dragon Slayer \(Penguin Classics\)](#) by Jesse L. Byock (Introduction) ([Rate it](#))

[Edda \(Everyman Paperback Classics\)](#) by Snorri Sturluson, Anthony Faulkes (Translator)

Streaming Videos:

[Native Americans: Myths and Realities](#)
[Sketches of the World: The Winds of Mystery](#)
[Myths and Legends of Ancient Rome](#)
[Myths and Legends of Ancient Greece](#)

Web Sites:

- www.jlhs.nhusd.k12.ca.us
- www.web.infoave.net/~norris/lesson.html
- <http://falcon.jmu.edu/~ramseyil/mythology.htm>
- www.mythweb.com/teachers/tips/tips/html
- www.coreknowledge.org/CKproto2/resrcs/lessons/698ClimbMtO.html
- www.home.earthlink.net/~perezclass/lessonplans.html
- <http://school.discovery.com/teachingtools/worksheetgenerator/archive/965919683.html>
- http://www.johnadcox.com/Mythology_and_Folklore.html
- www.fayette.k12.in.us/~cbeard/myth/index.html

Vocabulary Words for Myth Unit

Prophecy-to predict.

Vehement-Passionate, forceful.

Ogre-monster

Gnashing-grinding or snapping the teeth together

Nymph-a young and beautiful female nature spirit

Lyre-an ancient stringed instrument, somewhat like a guitar without a neck

Ambrosia-the food of the Gods

Nectar-the drink of the Gods

Winged-to have wings

Bade-offered, invited.

Name _____

Important Elements

Book Title _____

Setting:

The story takes place _____

Evidence:

Characters:

An important character is _____

Evidence: _____

Another important character is _____

Evidence: _____

Plot:

The problem begins when: _____

Then _____

After that _____

Finally _____
